

Inspection date

08/01/2013

Previous inspection date

12/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children show security within the childminder's care. This is because she works closely with parents, gathering comprehensive information when children first start. This enables the childminder to meet children's specific needs. Partnership working with other providers is also good. The constant exchange of clear information results in continuity of care and learning being promoted.
- Children have fun playing in the dedicated playroom, where they freely select their own play materials from the good range provided. The childminder actively engages in children's chosen play experiences with them, which creates purposeful learning experiences. This results in every child achieving to their full potential.
- The childminder effectively implements her policies and procedures to ensure children's well-being and safety are effectively maintained.

It is not yet outstanding because

- Planning of some activities are not always as structured and focused as they could be, to fully ensure that children's current learning is consistently extended.
- The childminder has yet to fully encourage children's open-ended thinking by asking them to consider what else is possible during their play. This will help to further extend children's critical thinking skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and care processes in the ground floor rooms and in the outside play area.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at planning, observation and assessment records, as well as other relevant documentation, including the childminder's self-evaluation.
- The inspector took account of the views of parents and carers through written questionnaire responses and information included in the self-evaluation.

Inspector

Melanie Arnold

Full Report

Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Scotter, Lincolnshire. The whole ground floor of the house and the rear garden are used for childminding. The family has a dog, a cat and a tank of fish.

The childminder collects children from the local schools and pre-schools. She occasionally works with an assistant. There are currently seven children on roll, four of whom are within the early years age range. The childminder also cares for children over the age of eight years. She provides care all year round from 6am to 6pm Monday to Friday, except for family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance planning of activities by using guidance, such as the Development Matters in the Early Years Foundation Stage, to identify possible areas in which to further challenge and extend children's current learning and development
- extend the use of open-ended questions to fully explore and promote children's critical thinking skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress from their unique starting points. The childminder has created a dedicated playroom for children, where they have lots of fun as they freely access a good range of developmentally appropriate toys and resources. This ensures their needs are met and their learning is promoted in all areas. The childminder also displays a wide range of posters around the playroom, including some depicting positive images of differences and diversity, numbers and letters. This helps to create a visually stimulating environment which provides additional learning experiences for children. For example, children point to the letters on the alphabet poster as they identify and sound some of these letter sounds out. Children regularly access outdoor play, where they engage in a further range of interesting hands-on learning experiences. For example, children develop their creativity and early writing skills as they like to draw and make marks on the chalk boards. Older children show skill as they are beginning to write recognisable letters associated with their name.

Children actively engage in purposeful learning experiences as the childminder engages in play with them, asking questions. This promotes their language and communication skills. However, the childminder has yet to further extend children's open-ended, critical thinking skills by encouraging them to not always settle on one answer, but to consider what else may be possible. Observational assessment systems are in place and used to monitor

children's progress within the seven areas of learning. Activities are planned in line with children's individual needs and interests to ensure the inclusion of all children. They are also planned to reflect the local pre-school's topics, promoting consistency for children's learning when they attend both provisions. While the childminder plans for each child's specific next steps for learning, she has yet to link these to the expected developmental stage for the child. This means future learning experiences are not fully focused and carefully structured to consistently extend and provide further challenge for every child. Observational assessments, including a progress check at age two, are shared with parents to ensure they are kept well informed of their children's development. Younger children are prepared for their transition to school as they go on the school run with older children. The childminder also takes younger children to watch school performances and she reads stories and holds discussions with them about going to school. This helps prepare children for the next big step in their early education.

Children enjoy looking at their own books and older children also enjoy sharing their favourite stories with younger children. They turn the pages as they look through the book together, discussing the pictures with the younger child. Children also engage in other activities, playing cooperatively with their peers. They extend and develop their own play and the play of other children, when playing imaginatively together. For example, when one child picks up a play phone and speaks into it, asking who they are speaking to, another child quickly gives the name of a group of popular television characters. The child with the phone listens and responds to this information as they develop an imaginary conversation on the phone with these characters. This shows how children use their own interests and experiences when developing their play, which promotes their imagination and communication skills.

The childminder observes children as they play, skilfully allowing them to freely develop their own play ideas. At other times she actively engages in children's play to provide further support and challenge. For example, during a puzzle activity, the childminder encourages the children to sort out the pieces to two different puzzles. Once they have successfully completed this task, the children choose to complete the puzzle together. The childminder assists the children to work together, which ensures that the older child does not dominate the activity. It also helps to maintain both children's interest in the activity for a sustained period of time.

The contribution of the early years provision to the well-being of children

Children relate well to the childminder, showing they feel safe, settled and secure in her care. Effective partnership working with parents ensures comprehensive information is obtained from the outset. This results in children's individual needs being met in line with their backgrounds and beliefs. It also helps children to form secure emotional attachments with the childminder, enabling them to feel confident as they explore their surroundings. Children develop their independence and are beginning to recognise their own needs and express their wishes. For example, an older child independently selects their drink when thirsty and a younger child clearly states 'no' when asked if they would like a banana at snack time. Children are also encouraged to use good manners, saying 'please' and 'thank you' when appropriate during the course of the day.

Children's good behaviour is promoted through the childminder using effective behaviour management techniques. Regular praise and encouragement promotes children's self-esteem and the consistent use of distraction and redirection techniques minimises any negative behaviour. Children's social skills are developing as they relate well to the childminder and their peers. Younger children enjoy playing alongside their peers, sometimes actively engaging with others and sometimes being happy to just observe their peers playing. Older children play cooperatively and act as positive role models to their younger peers. For example, when a young child does not want to share the scooter, an older child explains to them that it is nice to share. This is then reinforced by the childminder, which helps the younger child to learn the importance of sharing.

Children are introduced to a healthy lifestyle and encouraged to play safely from a young age. Healthy eating and good hygiene routines are effectively promoted with all children. An older child explains, 'You have to wash your hands so you don't get germs. Germs give you coughs and sneezes'. Children's awareness of eating healthily is further promoted when they plant and grow their own tomatoes in the garden. Children show that they feel safe and secure in the childminder's care. They respond well to the rules and boundaries, which helps them to learn important safety messages. For example, children learn how to cross the road safely on outings and they carefully sit on high chairs at the breakfast bar when the childminder reminds them that they must sit nicely so they do not fall off. Children's self-care and good communication skills are actively promoted by the childminder.

The effectiveness of the leadership and management of the early years provision

Children are well cared for in a safe, secure home. The childminder organises space and resources to create a stimulating environment, where children effectively learn through play. Clear policies and procedures are used to ensure the safety and well-being of children is maintained. For example, children are constantly supervised and the childminder carefully risk assesses all areas to ensure potential hazards are identified and minimised. The childminder is also knowledgeable about child protection procedures and she holds a paediatric first aid certificate, which further safeguards children from potential harm. Partnership working with parents, carers and other providers is good. The childminder shares and exchanges information with local early years settings and schools to promote continuity of care and learning for these children. Information is continually exchanged with parents to ensure they feel fully informed about their children's care and learning. Parents comment positively about the childminder's provision. They state their children are happy in the childminder's care because it is just like a 'home from home'.

The childminder is committed to providing a quality service for all children. She has made improvements by working on the recommendations raised at the previous inspection and also ensured the effective implementation of the new Early Years Foundation Stage Framework. For example, door keys are now inaccessible to children, which has resulted in increased safety measures being taken to fully protect them. The childminder has updated her planning, observation and assessments to ensure they are in line with the

new framework and to promote every child's development. The childminder's effective system of self-evaluation, which incorporates the views of all users, monitors the service she provides. This leads to the identification of clear targets for future development and promotes continuous improvements, ensuring children benefit from improved practice in all areas.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	208641
Local authority	Lincolnshire
Inspection number	818090
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	12/10/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

